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ABSTRACT

This Idaho State Department of Education Annual Evaluation Report on programs, projects, services and activities funded in whole or in part under Title I Elementary Secondary Education Act is organized in eight parts, as follows. Part One, "Basic State Statistics" includes three sub-sections dealing with project data, student enrollment, and staff information, respectively. Part Two concerns "State Department of Education Staff Visitations". The discussion in Part Three, "Effect Upon Educational Achievement" is organized in three sub-sections, as follows: 'student needs' 'evaluation' and 'student outcomes--reading'. Parts Four through Six discuss additional efforts to help the disadvantaged, non-public school participation, and parent and community involvement respectively. Part Seven, 'Dissemination of Information" includes two sub-sections discussing the State Department of Education and local educational agencies respectively. Finally, Part Eight, "Title I ESEA Project Emphasis" points out that apparently local educational agencies are deleting less effective activities in Title I programs and focussing on fewer numbers of disadvantaged students. More local districts are further assessing their needs by meeting legal requirements of district comparability, parental involvement, target area selection, and other requirements. (JM)

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IDAHO STATE DEPARTMENT OF EDUCATION

TITLE I ESEA

ANNUAL EVALUATION REPORT

FISCAL YEAR 1973
(School Year 1972-73)

D. L. HICKS
Program Administrator
Division of Federal Programs

Prepared by
Program Evaluation Section
Donald Carpenter
Dr. Roger L. Reynoldson

UD 014988

Harold T. Farley
Deputy State Superintendent
Bureau of Educational Services

D. F. Engelking
State Superintendent
of Public Instruction

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The cooperation of the Local Education Agencies in submitting local program evaluations is also acknowledged.

INTRODUCTION

Title I funding for "Compensatory Education" is the major thrust of the national effort to "bring better education to millions of disadvantaged youth who need it most."

"Compensatory Education" means special program adaptations designed specifically to overcome learning difficulties or handicaps of children in elementary and secondary schools. The scope of emphasis is broad to include the special educational needs of the migrant labor force, the rural poor, and other disadvantaged groups. Neglected and delinquent and handicapped children receive Federal allocations for special educational programs in state institutions. Administrative responsibilities include those of the U.S. Commissioner of Education, state education agencies, and local education agencies administering Title I programs.

The U.S. Commissioner of Education conducts the program at the national level and determines funding allocations for eligible districts, counties, state agencies, and for the Bureau of Indian Affairs of the U.S. Department of the Interior. The legislation authorizes payments of funds to state education agencies through formula distributions for local district allocation.

The Office of Education, through the Commissioner, approves applications submitted by state education agencies for program participation, makes funds available, develops and disseminates regulations regarding the administration of the program, provides consultive services to state education agencies for carrying out their responsibilities, reviews and assesses programs under Title I over the nation, compiles fiscal, statistical and program reports to Congress and the public from reports submitted by state agencies.

In the administration of the program, state agencies sub-allocate basic grant funds to eligible local education agencies, assist local education agencies in the development of projects, approve proposed projects in accordance with the provisions of Title I, make payment of funds to local education agencies, maintain fiscal records of all grants, and prepare and submit fiscal and evaluation reports to the U.S. Office of Education.

Local education agencies develop and implement approved projects to fulfill the intent of Title I of the Elementary and Secondary Education Act of 1965, Public Law 89-10. The program identifies the educationally deprived children in areas of high concentration of children from low income families.

An annual evaluation summary of Title I programs is required by Federal law. Local educational agencies compile program summaries which are sent to the state office and the SEA staff (coordinator of Evaluation Section) supplies the U.S. Office with Title I statewide program information.

A majority of the Title I programs in compensatory education were operated by local school districts for disadvantaged children who were enrolled in the regular school year. Special programs were provided for children of migrator, agricultural workers, handicapped, and neglected and delinquent children in state institutions. A variety of programs have been initiated for educationally deprived children who otherwise would not have had the benefits of specifically designed programs tailored to their special needs if the Congress of the United States had not seen fit to appropriate such funds.

TABLE OF CONTENTS

	Page
BASIC STATE STATISTICS	1
Project Data	1
Student Enrollment	1
Staff Information	5
STATE DEPARTMENT OF EDUCATION STAFF VISITATIONS	8
EFFECT UPON EDUCATIONAL ACHIEVEMENT	15
Student Needs	15
Evaluation	18
Student Outcomes - Reading	19
ADDITIONAL EFFORTS TO HELP DISADVANTAGED	25
NON-PUBLIC SCHOOL PARTICIPATION	26
PARENT AND COMMUNITY INVOLVEMENT	27
DISSEMINATION OF INFORMATION	28
State Department of Education	28
Local Education Agency	28
TITLE I, ESEA PROJECT EMPHASIS	30

BASIC STATE STATISTICS

Project Data

Number of operating Local Education Agencies in Idaho	115
Number of Local Education Agencies participating in Title I ESEA	104
(1) During the regular school term	70
(2) During the summer term	3
(3) During both the regular and summer term	31
Average number of hours per week per project	26.37
Average number of weeks per project	33.35

Student Enrollment

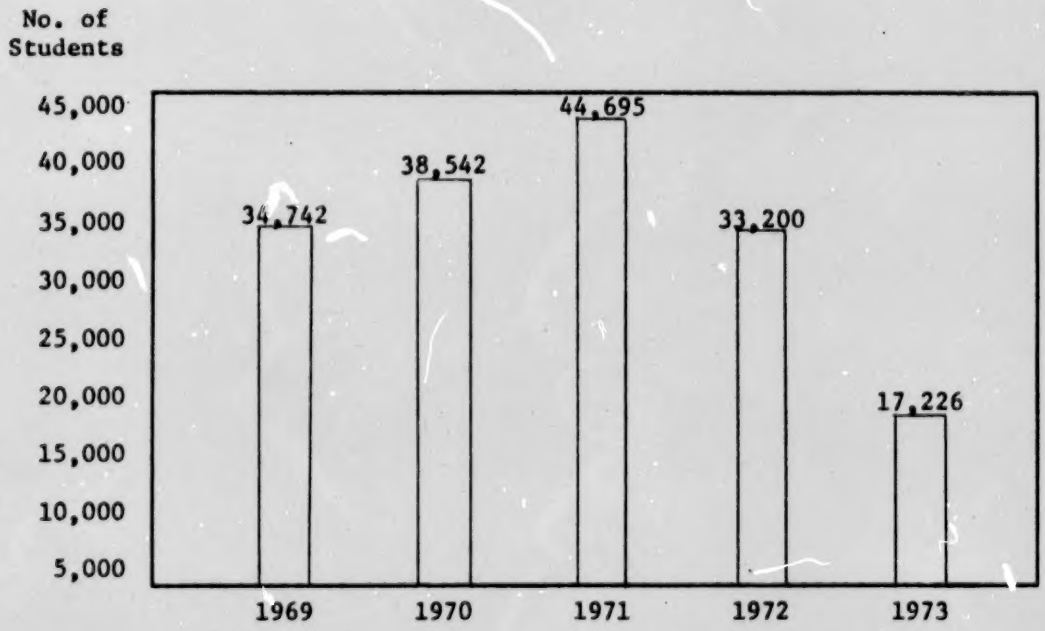
Unduplicated number of students who participated in Title I ESEA	17,226
(1) Enrolled in public schools	16,918
(2) Enrolled in non-public schools	308

A comparison of the unduplicated number of students participating in Title I activities shows a marked decrease over the past year. In fiscal year 1972, 33,200 students participated in the activities. Of this total, 32,759 were enrolled in public schools, 257 were enrolled in non-public schools, and 184 were not enrolled in school. According to the reports received from Local Education Agencies, 16,918 public school students and 308 non-public school students participated in Title I activities during fiscal year 1973. This is a decrease of 15,974 participants.

COMPARISON OF UNDUPLICATED NUMBER OF STUDENTS

PARTICIPATING IN TITLE I ACTIVITIES

OVER PAST FIVE YEARS



NUMBER OF STUDENTS DIRECTLY PARTICIPATING

IN TITLE I ACTIVITIES BY GRADE LEVEL

Grade Level	Public	Non-Public	Total
Kindergarten	1,417	73	1,490
1	1,763	30	1,793
2	1,868	43	1,911
3	1,948	50	1,998
4	1,833	40	1,873
5	1,738	34	1,772
6	1,686	32	1,718
7	1,108	3	1,111
8	896	2	898
9	800	1	801
10	697	0	697
11	700	0	700
12	464	0	464
Totals	16,918	308	17,226

UNDUPLICATED COUNT OF PARTICIPATING STUDENTS

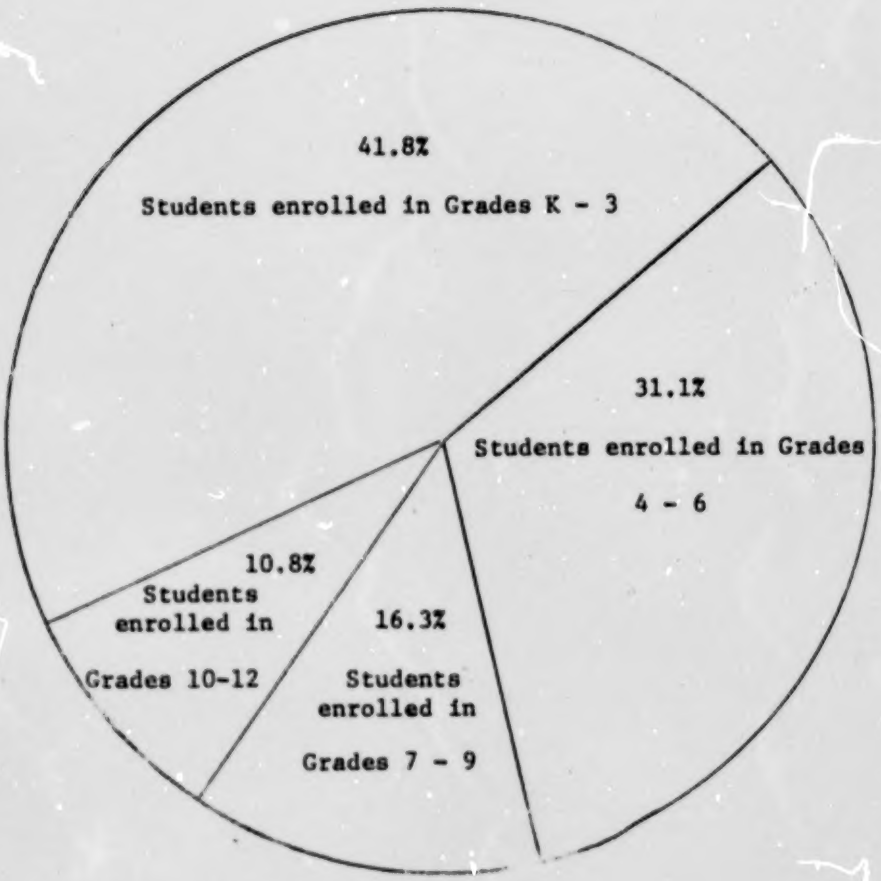
BY SELECTED GRADE LEVEL CATEGORIES

Grade Level	Public	Non-Public	Total
K - 3	6,996	196	7,192
4 - 6	5,257	106	5,363
7 - 9	2,804	6	2,810
10 - 12	1,861	0	1,861
Totals	16,918	308	17,226

PERCENT OF STUDENTS PARTICIPATING

IN TITLE I PROJECTS BY SELECTED

GRADE LEVELS



NUMBER OF SCHOOL DISTRICTS REPORTING STUDENT PARTICIPATION

BY SELECTED GRADE LEVEL

Grade Level	No. of Districts
Kindergarten - 1, 2, 3	94
4, 5, 6	87
7, 8, 9	73
10, 11, 12	51

Staff Information

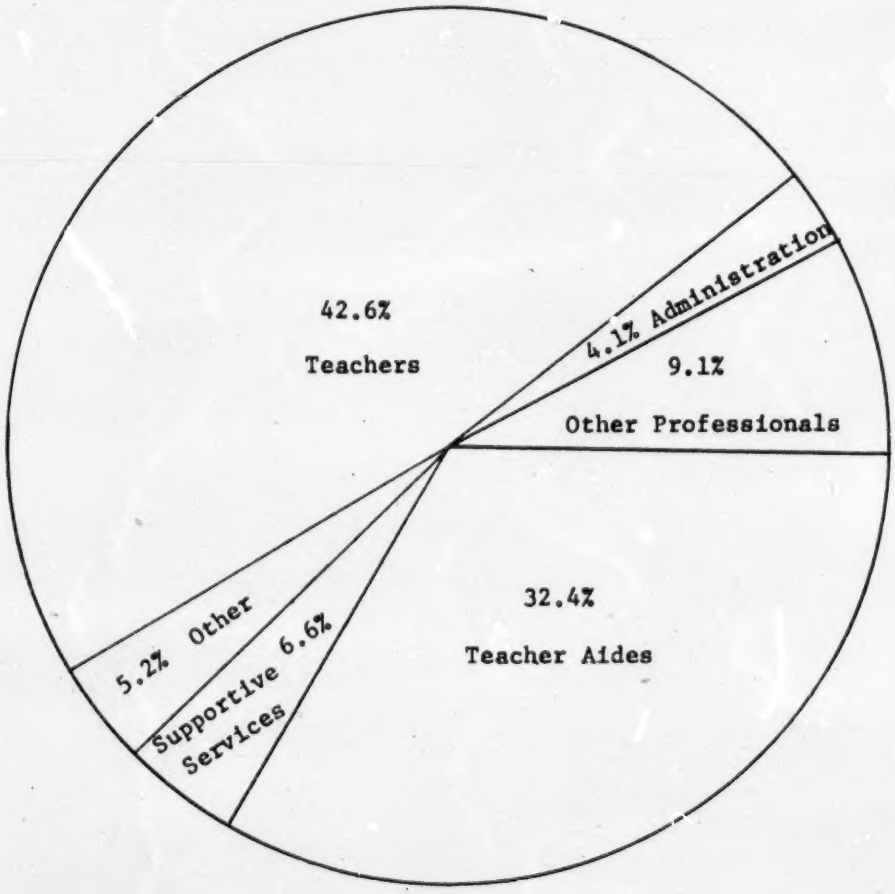
Nine hundred and eleven full time and part time teaching and non-teaching personnel were employed in the Title I ESEA programs during fiscal year 1973. L.E.A.'s reported an expenditure of $1,984,074 for salaries. The following table shows the number of Title I employees as well as the total cost of salaries in each category.

STAFF

Staff	Number of Positions				
Teaching	Full Time	Half Time	Less than Half Time	Total	Cost
Secondary	33	11	59	103	$266,095
Elementary	87	51	81	219	496,253
Kindergarten	18	12	2	32	53,563
Subtotal	131	56	83	270	848,745
Teaching-Handicapped					
Secondary	18	0	1	19	142,590
Elementary	7	7	0	14	77,650
Others	1	0	0	1	6,602
Subtotal	26	7	1	34	226,842
TOTAL TEACHING POSITIONS	164	81	143	388	1,042,753
Non-Teaching					
Attendance Clerk	3	3	1	7	13,645
Clerical Worker	11	18	25	54	60,435
Counselor	5	2	3	10	41,394
Librarian	22	7	7	36	106,096
Nurse	3	3	12	18	32,214
Psychologist	1	0	9	10	10,950
Social Worker	1	0	3	4	9,500
Supervisor Administrator	4	4	29	37	78,823
Teacher Aides	189	79	27	295	515,909
Tester	1	0	4	5	5,523
Others	15	4	28	47	66,832
Total Non-Teaching	255	120	148	523	941,321
TOTAL ALL POSITIONS	419	201	291	911	1,984,074

PERCENT OF THE TOTAL TITLE I EMPLOYED

PERSONNEL IN SELECTED CATEGORIES



STAFF VISITATIONS

The purposes of on-site visits by staff from the State Department of Education are varied and often limited by lack of staff, time and finances. Appropriate purposes to be accomplished from on-site visitations are cooperatively undertaken by local district administrators and state personnel. These include:

1. The monitoring of program administration and operation by determining:
   a. compliance with legal requirements
   b. reliability of project operation with project application
   c. educational value selection of Title I activities
2. Offering technical assistance in the interpretation of law and regulations by:
   a. assisting in program planning
   b. evaluating and helping to prepare the next fiscal year application form
   c. offering assistance in program content areas as reading, math and skills of communication
3. Identifying effective practices in compensatory education through:
   a. discussions with classroom teachers of Title I programs
   b. meeting with local district personnel who initiate the programs
   c. visiting compensatory programs operating in districts of the state
4. Determining that additional assistance may be needed at the local levels by:
   a. scheduling more than one on-site visit during the school year
   b. relating information by letter or telephone in lieu of a visit
   c. offering workshops or some type of in-service for local staff

5. Listing reliable resource people in areas that local districts may need as:

   a. reading specialists in grades 3, 4, and 5 from college staff

   b. innovative mathematics personnel from in-state or out of state

   c. science and environmental experts from other state government offices

6. Performing a supporting role for compensatory education programs at local levels by:

   a. offering suggestions on visits and by mail and telephone

   b. not expecting to accomplish all stated purposes through one visit

   c. pre-planning and planning at LEA and SEA levels for project activities

All periodic visits include monitoring and the technical assistance that may be required. Those who are conducting the on-site visits are also concerned with effective content programs as well as the legal compliance aspects. Since the staff is limited, the detail of services is determined by time and efforts of the state personnel of Title I.

Before on-site visits are made, some pre-planning is necessary based on previous experience and available resources. In determining the personnel needed to carry out on-site visits, some consideration is given to the approach that is used as individual Title I staff or a team approach. Long range planning usually takes place and fiscal year schedules are established for a school year well in advance. Such schedules are flexible to allow for emergencies in weather, change of local plans, illness and other factors that may arise.

Prior to district level on-site visits a brief is usually prepared by designated personnel which includes project application information of the previous year and for the current fiscal year. An outline plan is drawn and those making the on-site visits are briefed and the LEA is notified in advance

of the objectives and purposes of the visit. Personnel to be interviewed are alerted to the forthcoming visit and information needed specified by letter or telephone. A positive atmosphere is encouraged and the person representing the state office should be as cheerful and friendly as possible when performing on-site services. The objectives of the visit should be explained and a check list used later to insure a more casual and effective teacher-consultant relationship.

Sufficient time should be allowed so that a preliminary report, usually verbal, can be made to the personnel in charge of Title I. After the return to the state office, visiting staff prepare a written report stating the strengths and weaknesses of the program with recommendations for immediate or future improvement. The superintendent and Title I coordinator receive copies of the written report. These SEA recommendations are incorporated into the current fiscal school year activities and also used to strengthen future LEA program planning. Dissemination of information is arranged at the local level concerning the on-site visits. A check list is generally used by visiting staff from the state office and may be used as an office record for others to examine. Individual use of a check list is optional with the person involved and should be modified in accordance with the purposes of its use. Statistical data is maintained on each staff member, a record kept of the on-site visits, and a running log of comments and suggestions for assistance and/or improvement at the local level. Many of the district projects have been visited more than once during the school year. A total of 326 visitations were made to Local Education Agencies Title I programs during fiscal year 1973.

It is of special significance to note that most LEA's have met federal regulation compliances through local district comparability, parental involvement, target area selection, private school participation, meeting

program objectives and evaluating and disseminating current activities. Procedures that are essential to an on-site visit include: (1) pre-visit preparation by state staff and local district personnel; (2) the on-site visit; (3) the follow-up components for the state staff and local district staff.

A team approach on-site visit was made to schools in Magic Valley and vicinity during March, 1973. Seven State Department of Education staff members participated in the review activities of Title I in fourteen local school districts. In each school district, staff members met together with the school administration for a briefing session. After the session, four State Department staff visited schools in which Title I programs were being conducted and three of the staff remained in the district office to examine data, project files, and other pertinent information relating to funding and program implementation.

At the exit conferences conducted in each district, on-site visits, procedures, and program implementation were cooperatively discussed by district and state personnel. The exchange of ideas proved worthwhile and challenging to all. It was felt that the combined expertise of State Department staff in the team review effort was of special benefit to the local administration. A summary of the activities of the on-site team visit is on file in the state office.

Attached are copies of project visitation report forms which are available for use by consultants when on-site visits are conducted in local districts.

MONITORING SERVICES AND EVALUATION OF PROJECTS

Pre-LEA Project Visitation

SEA personnel will review:

- 1972-73 current projects and preceding year's proposals
- changes in project objectives and personnel assignments
- information on parent advisory councils on local level
- target areas of disadvantaged children from LEA reports
- projects that supplement local district funding effort
- comparability reports from the local districts
- LEA projects before notifying administrators of visits

On-Site Visitations

SEA personnel will:

- review with the LEA administrator project activities
- request permission to visit LEA projects
- discuss implementation procedures of projects
- observe LEA facilities, curriculum offerings, methods, materials, and staff
- exchange ideas with LEA coordinators on dissemination activities
- review with LEA coordinator any changes in the current proposal
- alert LEA's if program compliances are not being satisfactorily met
- make suggestions for program improvements at local levels

Post-LEA Project Visitation

SEA personnel will determine:

- how objectives are being met as stated by LEA's project applications
- if objectives are met according to categorical needs
- the degree target children are being helped in LEA's
- if State requirements are being met by LEA's
- the degree that resources and dispersion of them are carried out
- the activities and records necessary for compliance requirements
- areas that require additional assistance during the fiscal year
- need for follow-up on-site visits to LEA's

SEA Personnel Team Responsibilities

SEA personnel will:

- discuss with the program administrator project implementation procedures
- prepare a brief and informative report of LEA visits
- cooperatively assist SEA staff in the exchange of ideas and activities
- provide services that LEA's request and/or need
- insist that LEA's meet compliance requirements before funding approval
- interpret laws and regulations to LEA's in a positive and friendly way
- review any documentation change in LEA applications

PROJECT VISITATION REPORT

Project Number: _____ FY: _____ Date: _____

Project Title: _____

School District: _____ Visitation: 1 2 3 4 5 (circle one)

Funding Source: _____

Purpose of Visitation: _____

_____

Project Description (new, continuation, 1st year funded, subject matter emphasis):

_____

_____

Instructions: Based upon the purpose of the visitation, review the appropriate items listed below. Initial visit to new project - time should be taken to see that it is in line with the needs assessment, that the project is clearly stated in order to communicate intent to all concerned, and that the planning and development indicates a successful implementation of the project. Initial visit to continuation project - same as above, keeping in mind constructive improvement that could be incorporated from last years operation. Subsequent visits - review to determine whether project is on target and making adequate progress toward achieving its stated purpose/s.

Please check (✓) items that were reviewed during visit.

Objectives ( )	Implementation of Team's Recommendations ( )
Activities ( )	Timeline ( )
Budget ( )	Project Staff & Advisory Group Involvement ( )
Dissemination ( )	Other (specify) _____
Evaluation Design ( )	(e.g. project strengths, special problems, necessary amendments, etc.)

For each item checked, briefly summarize your findings, include facts, commendations, and recommendations where appropriate. Use remainder of page and back for writing.

_____
Signature

_____
Title

TITLE I, ESEA REVIEW DISTRICT #_____ DATE_____

Circle Y for Yes or N for No

1. How long has this project been operating in the district? 1st year ○ 2nd year ○ 3rd year ○ more ○

1a. What does the project alleviate or improve?_____

_____

2. Are objectives monitored by personnel of the project?----------Y N

3. Is there a timeline for management?----------Y N

4. Did program implemented require: of objectives? ○ activities? ○ evaluation? ○ new personnel? ○ Inservice? ○

5. Is there any cost effectiveness information?----------Y N

6. Is program implementation prohibitive without Title I funds?----------Y N

7. Could LEA funding be changed to meet another need of the district?----------Y N

8. Would the current program cease if another program was implemented?----------Y N

9. Does the project have built-in data collection?----------Y N

Achievement Pre ○ Post ○

teacher: subjective information ○ observations ○ pupil survey ○ parent survey ○

10. Will collected data verify student gains?----------Y N

11. Is there open communication of project teachers with other teachers, principal and superintendent?---------- Y N

12. Does this project have exportability potential?---------- Y N

13. Is project of interest to: surrounding districts? Y N statewide needs? Y N

14. Is it innoyative?---------- Y N
exemplary?---------- Y N
does it meet student needs?---------- Y N

15. Is it meeting district needs only?---------- Y N

16. Can end product of project be disseminated?---------- Y N

17. Are other personnel of the district aware of the Title I program?---------- Y N

18. Are personnel aware of the intent of the project, and what it will do for boys and girls?---------- Y N

19. What are recommendations to improve the project? (LIST ON BACK OF THIS SHEET)

20 REVIEWED BY: _____
(Signature)

EFFECT UPON EDUCATIONAL ACHIEVEMENT

Student Needs

Improvement in reading was ranked as the number one basic educational need of the students by the Local Educational Agencies. The LEA's also ranked individualized instruction as the number one district educational requirement for meeting the student needs. The student and district needs were assessed by district wide comprehensive needs assessments conducted by the SDE or an outside agency, by parent advisory committees, by professional staffs, by teacher, student and/or district patron surveys, and others.

The following tables show the rank order of the basic educational needs, other educational and cultural needs, social and emotional characteristic and health needs of the disadvantaged students as determined by the LEA's. Also shown is the ranking made by the Local Educational Agencies and the district educational requirements for meeting the student needs.

BASIC STUDENT EDUCATIONAL NEEDS

Basic Educational Needs

1. Reading
2. Language Arts
3. Mathematics
4. Social Studies
5. Science

Other Educational And Cultural Needs

1. Kindergarten
2. Special Education
3. Library Services
4. Vocational Programs
5. Arts and Crafts
6. Physical Education
7. Music
8. Drama Activities

Social or Emotional Characteristics

1. Poor Work Habits
2. Potential Drop-out
3. Rejection
4. Aggressiveness
5. Withdrawn

Health Needs

1. Speech
2. Vision
3. Inadequate Nutrition
4. Physical Defects
5. Hearing
6. Insufficient Clothing

District Educational Requirements for Meeting Student Needs

1. Individualized Instruction
2. Building Student Self-Image and Motivation
3. Remedial Programs
4. Equipment, Supplies, Textbooks, and Library Media
5. Citizenship Development
6. Counseling and Pupil Personnel Services
7. Cultural Experiences
8. Parent and Community Involvement
9. Additional Professional Staff
10. Pre-School and Kindergarten Programs
11. Innovative Programs
12. Programs for the Handicapped

Evaluation

Local Education Agencies used a variety of methods in evaluating the success of the Title I programs. In the cognitive area, districts used some type of test to determine the gain in achievement while in the affective domain, teacher observations, questionnaries, and other subjective data were examined. The chart shows evaluation methods used and number of districts using each methods.

EVALUATION METHODS USED

Method	No. of Districts
Ability Tests	45
Anecdotal Records	58
Locally Developed District Tests	20
Other Published Tests	32
Questionnaires to Students	18
Questionnaires to Teachers	23
Standardized Achievement Tests	59
Teacher Made Tests	76
Teacher Observations	93
Others	27

Only the reportable objective data received from the Local Education Agencies is reflected in this report.

Student Outcomes - Reading

Seventy-six or 72.9% of the LEA's reported activities in the area of reading at a total expenditure of $576,187.

The achievement of the students is based upon the analysis of pre and post test scores from standardized tests. Since there is no mandated uniform state testing program, the scores reported in this annual Title I report are from various tests. Some LEA's reported data which was not amenable to the kind of analysis used in this report.

The achievement data used is that reported from 28 districts which is 38.4% of the districts conducting reading activities under Title I ESEA.

The analysis of the gains in the following charts shows that 36.4 percent of the students taking the pre and post tests gained from 0 - 7 months, 22.3 percent gained from 7 months to 1 year, 18.15 percent gained from 1.1 year to 1.5 years, and 23.14 percent gained 1.51 years and above.

GRADE 1

Test	Total No. of Students	0 - 7 Months	7.1 Months to 1 Year	1.1 Year to 1.5 Years	1.5 Years and Over
Metropolitan Achievement	32	6	7	17	2
S.R.A.	16	16	0	0	0
Wide Range Achievement	51	41	4	2	4
Merrill Diagnostic Reading	4	4	0	0	0
Stanford Diagnostic Reading	15	4	9	2	0
Totals	118	71	20	21	6

GRADE 2

Test	Total No. of Students	0 - 7 Months	7.1 Months to 1 Year	1.1 Year to 1.5 Years	1.5 Years and Over
Metropolitan Achievement	22	3	4	15	0
Slossan Oral Reading	56	23	16	11	6
S.R.A.	24	18	2	3	1
Houghton-Mifflin Reading Placement - Instructional Level	71	17	21	22	11
Wide Range Achievement	68	40	10	10	8
Merrill Diagnostic Reading	9	2	7	0	0
Stanford Diagnostic Reading	68	25	30	12	1
Totals	318	128	90	73	27

GRADE 3

Metropolitan Achievement	38	6	7	24	1
Slossan Oral Reading	72	15	28	18	11
S.R.A.	17	11	5	1	0
Iowa Test of Basic Skills	17	4	3	2	8
Houghton-Mifflin Reading Placement - Instructional Level	38	4	20	10	4
Wide Range Achievement	66	20	19	17	10
Denver Reading Inventory	7	1	0	1	5
Stanford Achievement	5	1	2	2	0
Merrill Diagnostic Reading	8		8		
Stanford Diagnostic Reading	67	40	19	4	4
Gates MacGinitie	283	70	43	43	127
Durrell Listening-Reading	3	1	1	1	0
Totals	621	173	155	123	170

GRADE 4

Test	Total No. of Students	0 - 7 Months	7.1 Months to 1 Year	1.1 Year to 1.5 Years	1.5 Years and Over
Metropolitan Achievement	61	34	5	21	1
S.R.A.	124	34	56	23	11
Iowa Test of Basic Skills	22	8	4	7	3
Houghton-Mifflin Reading Placement - Instructional Level	68	14	29	21	4
Wide Range Achievement	59	45	7	4	3
Denver Reading Inventory	7	2	3	1	1
Stanford Achievement	2	1	1	0	0
Merrill Diagnostic Reading	8	0	5	3	0
Stanford Diagnostic Reading	87	48	35	2	2
Gates MacGinitie	304	100	43	43	118
Durrell Listening-Reading	20	10	4	6	0
Totals	762	296	192	131	143

GRADE 5

Metropolitan Achievement	8	8	0	0	0
S.R.A.	140	44	37	27	32
Iowa Test of Basic Skills	16	7	2	2	5
Houghton-Mifflin Reading Placement - Instructional Level	54	14	19	18	3
Wide Range Achievement	30	18	4	5	3
Denver Reading Inventory	13	4	2	1	6
Stanford Achievement	5	1	1	2	1
Merrill Diagnostic Reading	13	1	8	4	0
Stanford Diagnostic Reading	48	28	10	2	8
Gates MacGinitie	134	108	27 40	40	126
Durrell Listening-Reading	16	0	7	9	0
Totals	657	233	130	110	184

GRADE 6

Test	Total No. of Students	0 - 7 Months	7.1 Months to 1 Year	1.1 Year to 1.5 Years	1.5 Years and Over
Metropolitan Achievement	4	4	0	0	0
S.R.A.	140	59	37	27	17
Iowa Test of Basic Skills	20	5	7	4	4
Houghton-Mifflin Reading Placement - Instructional Level	38	8	16	12	2
Wide Range Achievement	23	7	1	3	12
Denver Rading Inventory	7	1	2	0	4
Stanford Achievement	2	1	0	1	0
Merrill Diagnostic Reading	11	3	5	3	0
Stanford Diagnostic Reading	42	20	15	2	5
Gates MacGinitie	364	142	28	28	166
Durrell Listening-Reading	10	0	3	7	0
Totals	661	250	114	87	210

GRADE 7

Iowa Test of Basic Skills	25	19	0	5	1
Wide Range Achievement Test	18	5	3	5	5
Stanford Achievement	106	36	18	33	19
Merrill Diagnostic Reading	4	1	1	1	1
Stanford Diagnostic Reading	10	1	8	1	0
Totals	163	62	30	45	26

GRADE 8

Test	Total No. of Students	0 - 7 Months	7.1 Months to 1 Year	1.1 Year to 1.5 Years	1.5 Years and Over
S.R.A.	3	1	0	0	2
Iowa Test of Basic Skills	6	5	0	0	1
Wide Range Achievement	9	5	1	2	1
Stanford Achievement	101	29	22	18	32
Merrill Diagnostic Reading	5	1	0	2	2
Stanford Diagnostic Reading	7	2	4	0	1
Totals	131	43	27	22	39

GRADE 9

Stanford Achievement	56	12	16	11	17
Stanford Diagnostic Reading	1	0	1	0	0
Totals	57	12	17	11	17

GRADE 10

Stanford Achievement	147	64	30	32	21

GRADE 11

Stanford Achievement	115	34	31	26	24

GRADE 12

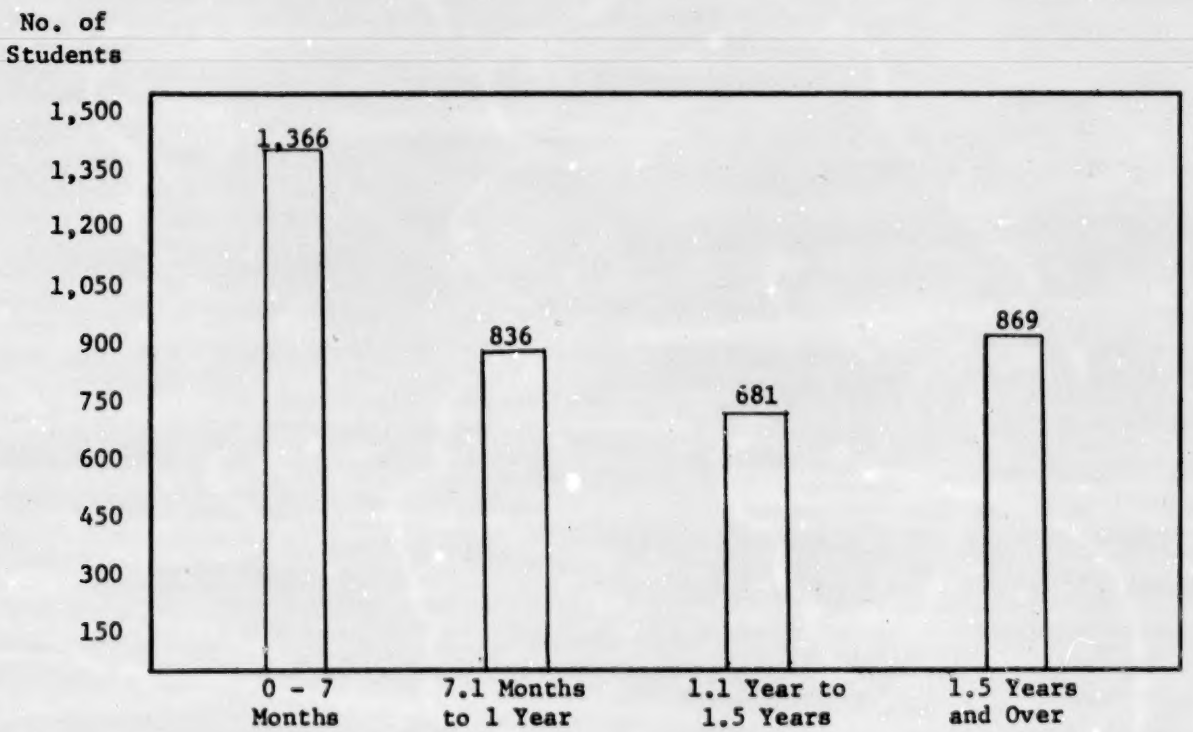
Stanford Achievement	2				2

GRAND TOTAL ALL GRADES ALL TESTS	3,752	1,366	836	681	869

TOTAL NUMBER OF STUDENT GAINS IN

GRADE LEVEL EQUIVALENTS BY ALL GRADES

ALL TESTS



ADDITIONAL EFFORTS TO HELP DISADVANTAGED

Local Education Agencies have worked with local organizations to provide supportive services to disadvantaged children. Support has been received from health agencies, civic organizations, welfare agencies, community action agencies, and others.

Some federal and state programs also assisted in the education of the disadvantaged. The following table shows the programs and the number of districts which indicated a cooperation with Title I activities.

INTERRELATIONSHIP OF TITLE I WITH OTHER FEDERAL AND STATE PROGRAMS

	No. of Districts
Education Professional Development Act	4
ESEA Title II	51
ESEA Title III	12
ESEA Title IV-A	5
Head Start - OEO - Community Action Agency	7
NDEA Title III	7
Smith Hughes Act	4
Social and Welfare Agencies	15
U.S. Department of Agriculture Food Program	29
Others	24

NON-PUBLIC SCHOOL PARTICIPATION

Nine Local Education Agencies reported participation of non-public school students in Title I activities. These students participated in three districts during the reuglar school year, three during the summer term, and three during both the regular and summer terms.

Districts reporting non-public school student participation were:

Pocatello School District #25
Blackfoot School District #55
Nampa School District #241
Grangeville School District #241
Lewiston School District #1
Western Benewah School District #42
Idaho Falls School District #91
Canyon School District #139
Minidoka County School District #331

The school districts reported that non-public school children used materials, transportation services, and participated in regular and summer school programs.

Blackfoot School Distirct #55 employed a teacher's aide to work with the disadvantaged in the St. Margarets School. Grangeville and Minidoka County reported summer kindergarten activities. Western Benewah purchased audio visual materials and equipment for public school use. The services to the non-public schools in this county were cooperatively administered by the school personnel of both schools.

PARENTAL AND COMMUNITY INVOLVEMENT

Each Local Education Agency initiates and supports an advisory council that functions primarily in making recommendations and suggestions for Title I programs for the disadvantaged.

A list of the parent advisory committee is submitted to the state office with the annual district project application. Included in the report are the dates of the meetings that are scheduled.

The districts are required to keep an accurate and systematic account of the activities of each meeting held at the local level. The number of meetings scheduled are at the discretion of the local Title I administrator and the committee members.

LEA's are encouraged to involve the parents in the planning and operation of the programs. One thousand forty three parents in Idaho volunteered their services in working with the educationally disadvantaged. In addition, 450 high school students, 156 college students, and 71 others assisted in making the education of the children within the Title I program a successful experience.

COMMUNITY PARTICIPATION

Volunteers	Number
Parents	1,043
High School Students	450
College Students	156
Others	71

DISSEMINATION

State Department of Education

The Idaho State Department of Education publishes a "News and Reports" five times during the school year. The newspaper is published in partial fulfillment of federal requirements for dissemination of information about activities under the Elementary and Secondary Education Act.

Included in each issue of the paper is a page devoted to Title I, ESEA activities. Approximately 15,000 copies of each "News and Reports" are mailed to educators in the state and/or the national level and includes civic leaders, school trustees, private citizens, and others. A concerted effort has been made to place persons who request a publication copy on the State Department mailing list.

Articles concerning Title I which have been published in past issues include general information concerning Title I guidelines, outstanding projects in Idaho schools, program emphasis in the Local Education Agencies, unique problems of small rural schools in the planning and operation of programs for disadvantaged children, programs in the handicapped and neglected and delinquent schools, migrant education programs, comparability information, USDE review team visit to Idaho SDE, and others.

Local Education Agency

Dissemination of information on Title I projects is a component of each project application. The LEA's use a variety of methods for informing the public of the project activities. The following table shows the dissemination methods used by Local Education Agencies.

DISSEMINATION METHODS USED BY LOCAL EDUCATION AGENCY

Methods	No. of Districts
Advisory Committees	88
Bulletins and Newsletters	69
Civic Group Appearances	34
Conferences	60
Copies of Project	11
In-Service Education	34
Letters	34
Lewspapers	74
Personal Contacts	80
Radio	25
Telephone	50
Written Reports	33
Video Tape	6
Visitations	58
Others	12

TITLE I, ESEA PROJECT EMPHASIS

It appears that local educational agencies are deleting less effective activities in Title I programs and placing emphasis on fewer numbers of disadvantaged children, thus implementing programs that endorse the philosophy of the act. More local districts are further assessing their needs by meeting legal requirements of district comparability, parental involvement, target area selection, cooperatively working with non-public schools, meeting stated program objectives and submitting to the SEA more comprehensive evaluations and methods of carrying out local dissemination activities.

It is the intent of the state agency to continually strive to improve the quality of the Title I programs. In order to accomplish this major goal, much emphasis is being placed on target area children only. Documented student needs assessment is another procedure that helps local administrators design a more appropriate Title I program. Priority needs of educationally deprived children in eligible attendance areas will continue to receive endorsement from both state and national levels of funding support. The local districts must assure the state staff that their Title I programs and regular school programs have been planned and budgeted so that federal funds will supplement and not supplant state and local funds and that state and local funds will be used to promote services in the project areas that are comparable to services provided in non-project areas.

Each project must substantially contribute toward meeting one or more of the special needs of educationally deprived children. Instructional services to be offered must meet those needs in the best way possible. Title I programs should not be geared to serve all children. Special attention should be reserved for those most severely educationally deprived who reside in areas of high concentrations of low-income families. Supportive services must be

supplementary to services available specifically designed to meet the special educational needs of the Title I children who participate. In striving for more effectiveness in Title I programs, ESEA Title I projects will focus on learner needs in the areas of reading and mathematics with strong emphasis on pre-school and the elementary grade children.

Local educational agencies are urged to develop more realistic performance objectives that relate more directly to behavioral changes or observable academic performances of Title I participants. More concrete evidence is required for objective measurement to add relevance to the program evaluations. Early identification is being placed on children's learning problems in order to secure information relating to diagnosis and treatment of the services being offered to insure that the project is in fact serving them.